Pearson, Scott Foresman-Addison Wesley
enVisionMATH, Grades K-2

Degree of Evidence regarding the Standards for Mathematical Practice:

Limited Evidence

Summary of evidence:

1. **Make sense of problems and persevere in solving them**. There is limited evidence for this practice throughout this series. There is some evidence of open-ended questions that could lead students to explain, analyze, and plan problem-solving approaches, but this resource mostly uses formulated problem-solving strategies. There was evidence cited for the use of multiple approaches throughout the sampled materials.
2. **Reason abstractly and quantitatively**. There is minimal evidence to support this practice throughout this grade span**.** This resource uses algorithm step-by-step problem types and lacks opportunities for students to apply the notion of properties and reasonableness of their results.
3. **Construct viable arguments and critique the reasoning of others**. There is minimal evidence to support this practice, and it is especially underdeveloped throughout this series. The section titled, "Small Group Interaction" does not develop student communication to the level required by this standard.
4. **Model with mathematics.** There is moderate evidence found for this practice, and it is a particular strength in this resource. Strong evidence was found for applying mathematics to real-world situations. Students are given opportunities to create mathematical models and utilize various models and tools. The section titled, "Connections to Everyday Vocabulary," facilitates more opportunities to connect the mathematics to real-world situations. Reviewers cited "The teacher section" as having multiple strategies and levels of students' work.
5. **Use appropriate tools strategically.** There is minimal evidence for this practice. Students are not given opportunities to choose tools to explore mathematics. The lessons prescribe the tools to be used by students, and there was no evidence found for student understanding of the advantages or limitations of tools.
6. **Attend to precision.** There was limited evidence found to support development of this practice throughout the sampled materials. Developing vocabulary through vocabulary cards and teachers using vocabulary throughout lessons is well developed. However, this resource lacks opportunities for communication.
7. **Look for and make use of structure**. There is limited evidence of this practice throughout this series. There was some evidence found that required students to identify patterns and structure. For example, questions such as, "What do you see, etc.," and connections to prior learning were cited in the "Engage, Set the Purpose, and Connect" sections of the resource. Generally this practice is underdeveloped.
8. **Look for and express regularity in repeated reasoning.** There is minimal evidence of this practice in the sampled sections of this series. Students are occasionally asked to notice the repetitiveness and apply the patterns in their work, but there is little or no evidence of students looking for reasonableness or finding short cuts.